

STAFF DEVELOPMENT SPECIALIST III

Positions in this class plan and conduct multiple training programs to meet organizational training needs, with responsibility for a segment of a large departmental program, for an entire staff development and training program at lower organizational levels, or as assistant director for staff development in a large hospital, division, or institution.

I. DIFFICULTY OF WORK:

Variety and Scope - Employee provides training for employees in a variety of occupational groups, such as clerical, technical, paraprofessional, and professional; is involved in setting broad objectives for the program and serves in a resource capacity to other Staff Development Specialists and Technicians.

Intricacy - Conducts training to enhance technical, professional, administrative, and management skills. Administers continuing education programs and provides career counseling for employees desiring to broaden their qualifications for advancement. Assists in formulating policies and procedures affecting the division or institution staff development program.

Subject Matter Complexity - Work requires a thorough understanding of agency purpose, programs, and functions.

Guidelines - Guidelines include professional publications, State and federal guidelines, and departmental policies and procedures.

II. RESPONSIBILITY:

Natural of Instructions - When work is assigned, the supervisor explains general objectives and methods to be used.

Nature of Review - Employee performs with considerable independence. Work is reviewed periodically for overall effectiveness. When problems are encountered, these are discussed with the supervisor. Objectives and work plans are also discussed with the supervisor.

Scope of Decisions - Decisions affect a variety of occupational groups and individuals in multiple training programs and training on a one-to-one basis.

Consequence of Decisions - A bad decision or error in judgment impacts on the career development of an employee or the overall performance of a program or support staff; may also impact on fiscal and manpower resources.

III. INTERPERSONAL COMMUNICATIONS:

Scope of Contacts - Contacts are with staff at all levels and disciplines within the organizations, universities, technical institutes, and other potential providers of training resources and continuing education.

Nature and Purpose - Consultation with management on organizational problems, employee and management development; counseling with individual employees regarding career development. Negotiates contracts to universities and technical institutes for continuing education for individual employees, or negotiates contracts for the services of an instructor to deliver a block of training.

IV. OTHER WORK DEMANDS:

Work Conditions - Work is performed in an office or classroom setting.

Hazards - Exposure to potential danger is negligible.

V. JOB REQUIREMENTS:

Knowledges, Skills, and Abilities - Considerable knowledge of techniques and methods of conducting formal and informal training programs. Considerable knowledge of theory, practices, and principles of human behavior. Ability to adapt and communicate information to a wide range of audiences and situations. Ability to formulate ideas and communicate them effectively in oral and written form. Ability to interpret and administer federal and State guidelines and apply them to individual programs.

Minimum Education and Experience - Graduation from a four-year college or university and three years of experience in a progressive training or teaching role; must include experience in organizing training events, assessing needs, counseling and evaluating sessions; or an equivalent combination of education and experience.

Special Note: This is a generalized representation of positions in this class and is not intended to identify essential functions per ADA. Examples of work are primarily essential functions of the majority of positions in this class, but may not be applicable to all positions.